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ABSTRACT

This bulletin presents news and opinions of the staff of Project Brave of the St. John Valley in northern Maine. Included in this issue are information concerning the summer materials development team, an article on the future of language institutes, and many photographs of activities at Project Brave. (SK)

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PROJECT BRAVE

BULLETIN

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SPONSORED BY TITLE VII ESEA

St. John Valley, Maine

Vol. II, No. 1

ST. JOHN VALLEY BILINGUAL EDUCATION
TITLE VII STAFF

Omer Picard, Director

Gil Hebert, Evaluator

Sr. Sharon Leavitt, Curriculum Specialist and Brave Bulletin Editor

SUMMER MATERIALS DEVELOPMENT TEAM

1st row: Sr. Eva Chouinard, Mrs. Janine Deschene, Sr. Yvette Raymond, Miss Louise Caron, Mrs. Theresa Dufour, Miss Paula Michaud, Sr. Sharon Leavitt.
2nd row: Mrs. Joyce Crosby, Miss Huguette Cote, Miss Charlene Garon, Sr. Marguerite Leveille.
3rd row: Mr. Paul Marin and Mr. Rosaire Paradis.

A team of twelve people worked with the Title VII Curriculum Specialist, Sr. Sharon Leavitt, to produce materials for the Title VII classrooms in the St. John Valley.

Three members of the University of Maine at Fort Kent, Mr. Norman Dube, Mr. Roger Paradis, and Mrs. Lowell Daigle contributed to the series of booklets published. Mr. Dube researched and composed while the two others did research work for the booklets.

The Kindergarten audio-visual aids include an entire Acadian scene (homes, people, ships, etc.) to be used on three felt backgrounds. A series of large discussion posters was also produced. These include such scenes as "potato harvest time," "family reunion time," "Le reveillon," "La fete des rois," and "Mardi gras."

Each of the first grade was furnished with the above posters and also language master cards of the 180 French words derived from discussion posters.

A series of social science booklets was developed for the second grade classes. Topics dealt with are: "Les patates," "L'eglise," "L'ecole," "La foret," and worksheets on "La famille." All the readings in these booklets are recorded on cassettes for the con-

venience of the teachers and students. The twelve songs introduced in these booklets are also recorded on cassettes.

One hundred thirty-five flashcards of all concrete words introduced in the series of booklets were mimeographed for each of the second grade students.

The Title VII staff is most grateful to the above team for the quantity and quality of materials produced — and above all for the great spirit of interest and cooperation shown during the four-week period.

On behalf of the 420 students who will use these materials THANKS, team!

To be bilingual is to be able to communicate with and learn from twice as many people as a monolingual person can.

With this in mind is it any wonder that we should do everything possible to preserve the bilingual ability of our students? The St. John Valley has a rich language resource. Our aim, in this project, is to find the best means to provide the children in our schools with the opportunity to maintain and to improve this valuable resource of bilingualism.

In our first year (1970-71) we were working with teachers in the kindergarten and first grades. This year we are continuing these two grades plus an expansion into the second grades. Our first year was one of organizing and building an effective program. We searched for materials, for in-service programs, and for knowledge from other programs in the country for ideas on what would be most suitable for students in the St. John Valley. We feel the encouragement that we have received from our evaluators, auditors and the Bilingual Office in Washington, D.C., points to the fact that we are on the right track. This year will be an exciting learning year for your children.

On the following pages all the classrooms participating in the bilingual program are pictured. Your child is in one of these pictures. It is for him or her that we exist. Rest assured that we will provide and continue to search for the best possible means to improve his native ability.

Omer Picard, Director

LANGUAGE INSTITUTES AND THEIR FUTURE

by Mildred V. Boyer

The author is working for the Southwest Educational Development Laboratory in Austin, Texas. She is the co-author of a book, Bilingual Schooling in the United States.

From a number of sources I have heard the suggestion that in parts of our country such as the southwest, the northeast (New York City area and the frontier of Canada), and presently Florida, what the non-English-speaking children need is a good audio-lingual

course in American English. I am much inclined to agree that the most immediate need of these children is competence in English, which will permit them to cope with their cultural surroundings. And there is no denying that the English they should be taught is English as a second language. Drop-out and failure statistics bear out the advisability of our present widespread policy of obliging these children to follow the identical curriculum offered to English-speaking children: a "sink or swim" policy, with a distressingly large number of sinkers. English is, I think, their sometimes frantically immediate need, but not their most fundamental one. Success in school has connections all too obvious with such matters as self image, mental stability and health, delinquency, and social and economic status. To make this success possible and also, I believe, to assist the eventual bi-cultural amalgamation of groups of varying origins into the American society, the fundamental need is for establishing a legitimate educational foundation in the mother tongue. Such a program would not only be to the advantage of the citizen as an individual; in the long run it would also be in our national interest. The potential products of such programs are our best hope for what Theodore Anderson calls "literate bilinguals instead of bilingual illiterates" ("After FLES—What?" in The Educational Forum, November 1961, p. 83).

What Spanish (or French) materials should be used by such children? My impression is that they still have to be developed, for materials prepared for native speakers of Spanish living in Spain, Argentina, or Mexico (or France or Canada) are made unsuitable for American children by their local content and, in many cases, their nationalistic orientation. We are not proposing that Juan Rodriguez of San Antonio be taught to be a good Spaniard or a good Mexican, but rather that he be educated as a good American, conscious of his dual cultural heritage, and possessing it as fully as possible in its duality. For this he needs American (in this case read "U.S.") materials for the American speaker of Spanish.

We owe these children (who speak two languages) the advantage of a bilingual education. American children who speak languages other than English at home come to our schools ALREADY MASTERS of the audio-lingual phase (that is they are able to both speak and understand French) to a degree the masses of our English-speaking pupils can only dream of attaining in a foreign language. To drop them there, short of full literate control, is the greatest single waste in our whole foreign language operation. Beyond question, they are our most promising potential in foreign languages from the national point of view.

To recapitulate, it should not be overlooked that native-speaking teachers need upgrading in the same proficiency area as the non-native, although in different ways and with different emphasis. They possess the language in a way those of us who learned late can never possess it, and given needed opportunities for professional improvement, they would surely prove a vast resource of leadership. Paralleling the resources of our non-English-speaking children spoken of above, these teachers represent the quickest, most efficient possibilities we have for upgrading our profession.

(Publications of the "Modern Language Journal", September, 1964, LXXIX.)

IT'S SO NICE TO HAVE YOU WITH US!

WELCOME to Sr. Corinne Sirois and her aide, Mrs. Phyllis Franck, and their kindergarten students of Van Buren

WELCOME to Sr. Dorothy Violette and her aide, Mr. John Parent, and their kindergarten youngsters of Van Buren

WELCOME BACK!

Miss Angie Gagnon and her aide, Mrs. Della Bellefleur, and their first grade class of Van Buren

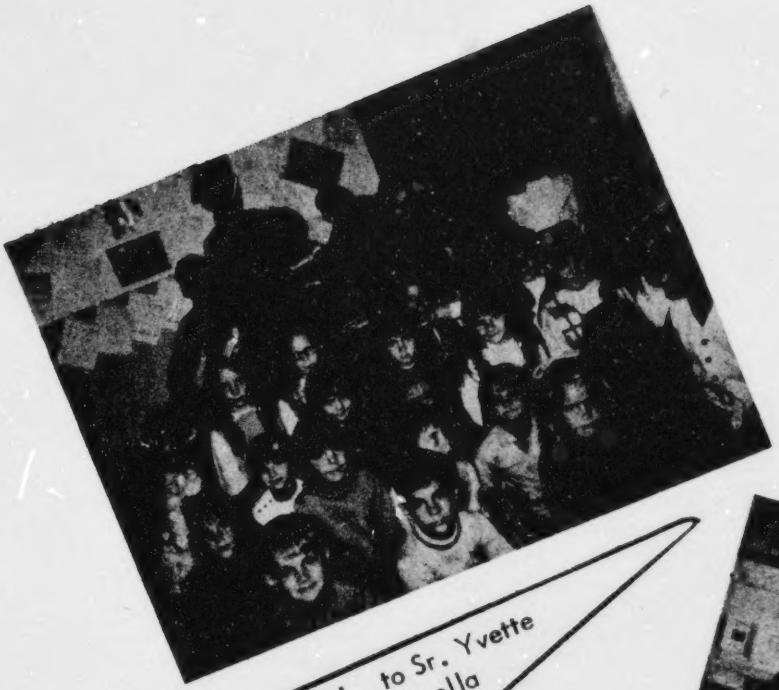
WELCOME to Sr. Yvette Plante and her aide, Mrs. Leola Laplante and their first graders of Van Buren

WELCOME to Mrs. Lorraine Ouellette and her aide, Mrs. Homerine Lapointe, and their second graders of Keegan School

WELCOME to Sr. Elena Dionne and aide, Mrs. Mildred Soucy, and their second graders of Keegan School

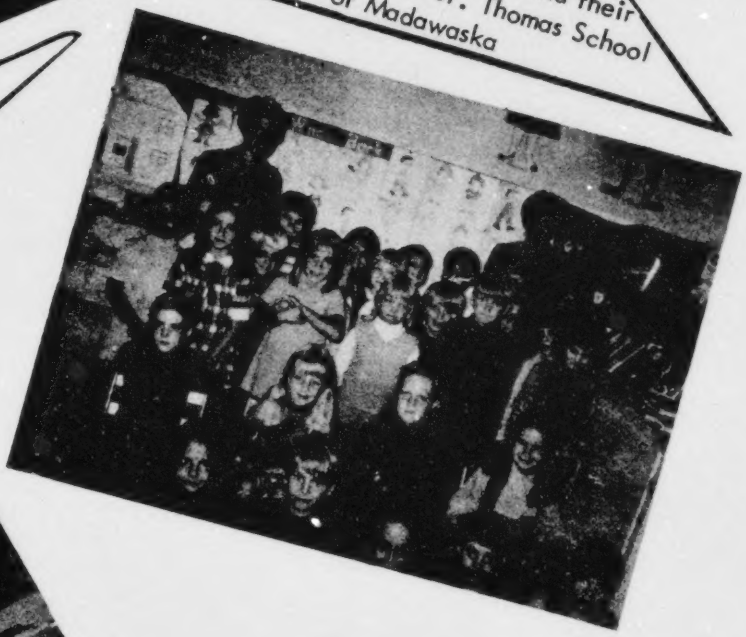
We're so happy to have all of you with us!

Mrs. Theresa Thibault and her aide, Mrs. Joyce Crosby, and their two classes of kindergarteners of St. Thomas School Madawaska



WELCOME BACK! to Sr. Yvette Raymond and aide, Mrs. Louella Marquis and their first grade students of St. Thomas

WELCOME to Mrs. Linda Palmer and her aide, Mrs. Romella Cyr and their 2nd graders of St. Thomas School of Madawaska

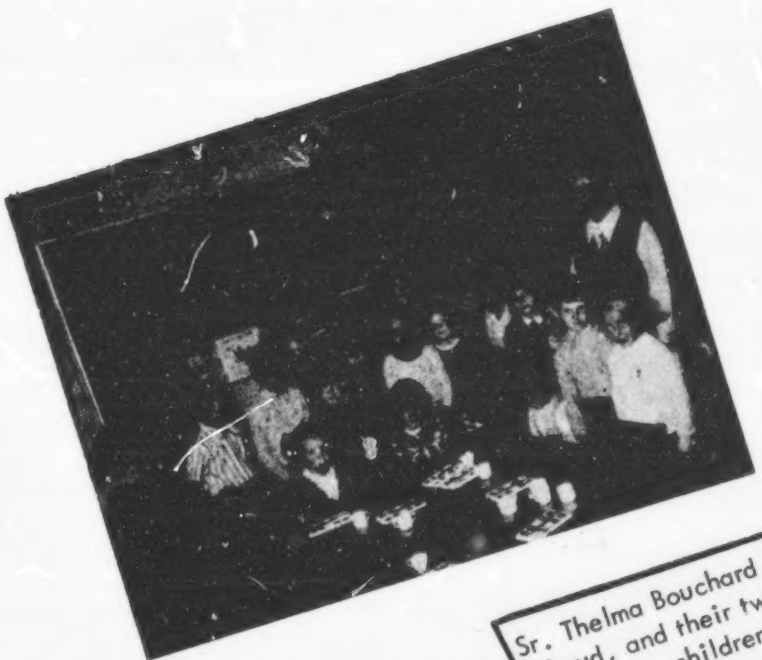


WELCOME to Mrs. Aline Bouchard and her aide, Mrs Irma Mavor, and their second graders of St. Thomas School

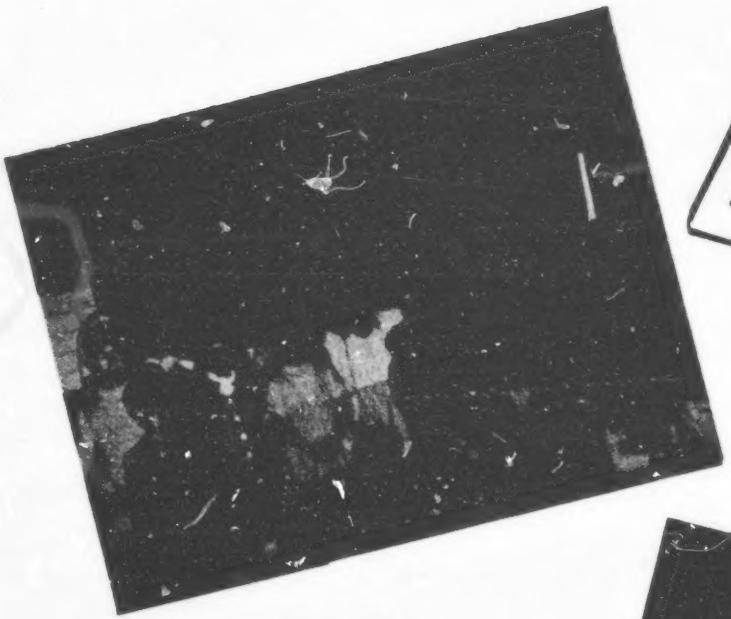
WELCOME BACK to Miss Theresa Ayotte and aide, Fernande Dufour, and their first graders of Evangeline School of Madawaska

WELCOME to Sr. Bertha Michaud and aide, Mrs. Theresa Dufour, and their second graders of Evangeline School

IT'S SO NICE TO HAVE YOU WITH US!



Sr. Thelma Bouchard and aide, Miss Paula Michaud, and their two classes of kindergarten children of Upper Frenchville



WELCOME back to Sr. Jeannette Roy and Mrs. May Bouchard & their aide, Mrs. Blanche Guerette (not in picture) & their 1st & 2nd grade

WELCOME to Sr. Sylvia Michaud and her second grade class

WELCOME to Mrs. Claudette Violette, French teacher at Bailey School, Upper Frenchville

WELCOME to Sr. Juliette Michaud and her aide, Mrs. Barbara Cavanagh & their first grade class of Montfort School, St. Agatha

WELCOME to Mrs. Helen Melvin and aide, Ann Marie Ouellette, and their 2nd graders of St. Agatha